

## **Abstract**

Evaluation of the dental students' learning style in the clinical stage from Ardabil University of medical sciences and determining its relationship with students' satisfaction from educational status of the faculty of dentistry, 2016-17

### **Background and Purpose:**

Education and learning are affected by various variables. Among these factors, learning style may affect academic performance and outcomes of higher education. The aim of this study was to assess the dental students' learning style and their satisfaction with dental school education.

### **Materials and methods:**

In this descriptive-analytic study that was done during 2016-17, 109 eligible dental students in clinical stage enrolled in the study and responded to the Kolb learning style questionnaire. They also assessed their satisfaction with dental school education with a score of 0 to 10 (completely dissatisfied with completely satisfied). Findings with  $p < 0.05$  was significant.

### **Findings:**

The mean age of the students was  $23.1 \pm 1.75$ . 69 (59.6%) person were female and the rest were male. Students were in 7-12 semester. Convergence (54.3%), assimilator (20.2%), divergent (11.9%) and accommodator (7.3%) were the highest to lowest learning style, respectively. The learning pattern was unrelated to gender, average, and academic semester. The average of student's satisfaction was  $4.8 \pm 2.6$ . Average and academic term had not significant relationship with satisfaction.

### **Conclusions:**

Convergence and assimilator was the most common learning style for dental students at Ardabil University of Medical Sciences. Students' satisfaction with education was moderate. In addition, academic performance and satisfaction from education were not related to the learning style.

**Key words:** Learning style, Kolb, Student, Dentistry.